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ABSTRACT

The diagnostic test combines an individual reading inventory, a reading comprehension test, and a work analysis test to determine and verify the basic reading level of students, locate individual reading problems, compare reading comprehension to vocabulary level, and locate deficiencies in phonetic and structural analysis skills. For use in remedial reading or regular classrooms with kindergarten to adult students whose reading levels are between primer and seventh grade, the test provides interesting materials, simple and exact error recording, carefully chosen vocabulary, and easy and flexible test administration. The validity and reliability of the test have been assured through construct validity, correlation of test results with results of other tests and teacher judgement, and comparison of scores on different test sections. The manual includes complete and condensed instructions for test administration and scoring plus variations in testing procedures for large and small groups and for team testing. A sample student profile is also included. The test booklet includes the three tests based on a story about John Bidwell, who went to California by wagon train in the nineteenth century. Also included are brief instructions for administration and scoring, an examiner's copy of the word analysis test, and scoring charts. (SB)

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Manual for

TEST OF INDIVIDUAL NEEDS

IN READING

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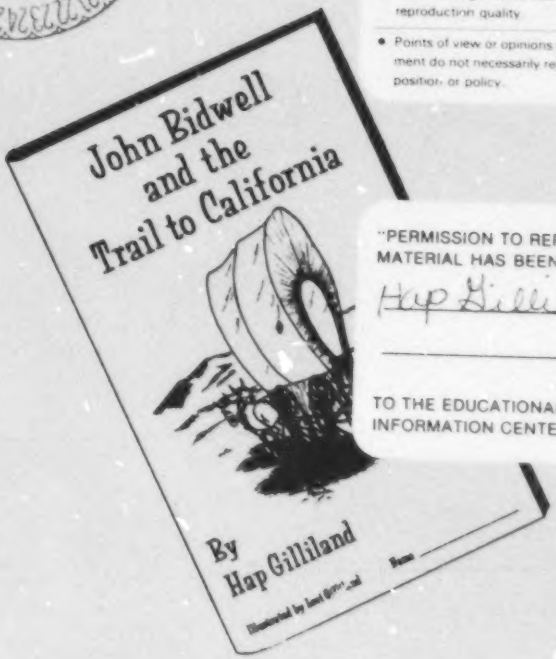

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1976 Revision

Montana Reading Publications

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Test 35¢

INSTRUCTIONS:

Before administering the test, study the manual thoroughly and practice the scoring procedures. Review the procedures listed below before each use of the test.

ORAL READING:

1. Start first grade children individually with the primer material on page 4. Read the instructions (printed in script) to the student.

2. Start a subject who is in second grade or above and who is not suspected of being a non-reader on page 6.

3. As the subject reads, underline all unknown words, including names. If the subject discovers his own error and corrects it, count the word only $\frac{1}{2}$ wrong.

4. Observe carefully and record all types of errors. Your observations of the individual's reading problems may prove much more valuable than the grade level score obtained. However, for the "Level of Reading" graph, from which the grade level score is obtained, count only the unknown words.

5. Stop oral reading at the end of the first page which contains five or more unknown words.

MARKING AND SCORING:

1. When a word is mispronounced, write above it exactly what the student said.

2. Underline each unknown word.

3. Half underline self corrections.

4. Circle omitted words.

5. Diagonal / line indicates long pauses.

6. Letter R indicates each repetition.

7. Count the number of underlined words. Chart on graph inside back cover. Draw a line between the circled numbers. Grade level is the point at which the two lines cross.

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TEACHER'S MANUAL

THE TEST OF INDIVIDUAL NEEDS IN READING

The *Test of Individual Needs* combines three types of tests: (1) an individual oral reading inventory, (2) a reading comprehension test, and (3) a word analysis test. It is designed for use by either the remedial reading specialist or the classroom reading teacher.

A. PURPOSES OF THE TEST

1. The Individual Oral Reading Inventory is one of of the most reliable methods of determining the basic reading level of each pupil. Determination of this level is essential if each student is to be given material which he can read independently with comprehension, yet challenging enough so he will continue his growth in reading skills. The comprehension and word analysis sections of this test help to verify this reading level and provide additional information for adapting instruction to the individual needs of each student.

   While being used for grade placement, the oral reading test also serves as a diagnostic instrument for locating individual reading problems which need attention.

2. The Comprehension Test helps to verify the grade placement score obtained from the oral reading inventory, and to tell whether the student's comprehension is higher or lower than his vocabulary level. It may also be used to indicate to the examiner the level at which the student should begin the oral reading.

3. The Word Analysis section of the test helps to locate deficiencies in the phonetic and structural

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analysis skills of each student and thus facilitates the planning of needed instruction.

4. The Instructional Needs Assessment is an aid for those who wish to further analyze the student's needs in word analysis. It helps in the determination of the specific areas in which additional instruction is needed and in deciding on the priorities for that instruction.

The *Test of Individual Needs* is not intended as a survey test for comparing the achievement of one child with that of another. It is a diagnostic instrument for determining instructional needs.

If the same form of the test is to be used for a second testing, to determine progress, it is important that no answers be given to the student at the time of the first testing.

B. RANGE OF THE TEST

The *Test of Individual Needs* is appropriate for use with all ages of students from kindergarten to adult level whose reading levels are between primer and seventh grade. An additional oral reading section helps to estimate reading levels above the seventh grade level. However, scores above seventh grade cannot be measured by any oral reading test.

C. USE OF THE TEST

1. In the regular classroom

In most elementary classrooms, two types of reading tests are used: an oral reading test, to determine the reading level and needs of each pupil, and a reading survey test to determine the general level of reading in the school in comparison with national norms, and to compare the reading of pupils within the school.

The reading survey test, or "achievement test" does not indicate the level of book which the child should read or the particular skills in which he needs help. Only the oral reading test provides this information accurately. It is not intended that the *Test of Individual Needs* should supplant the reading survey test. It is an individual oral reading inventory, to be used as a diagnostic instrument for determining the level of book that a pupil should use, and the individual problems with which each student needs help.

The oral reading section of the test should be given to every elementary school pupil before assigning basic readers to any of them. This requires only a few minutes for each pupil. Reading levels of children change greatly during summer vacation, and it should not be assumed that a pupil will be at the same level in the fall that he was in the spring.

The word analysis section of the test can then be administered after instruction has begun, to determine those particular word analysis skills in which each pupil needs extra help.

2. In the Remedial Reading Program:

Two of the most important factors in remedial reading instruction are: First, the instruction must be varied for each student, to meet his individual needs. Second, the reading material used with each student must be at a level at which he can be continually successful and build self confidence. An individual oral reading test is essential for doing either of these.

The *Test of Individual Needs* provides adequate diagnostic information for the remedial reading teacher to begin instruction which will meet the needs of every pupil. Therefore, if the teacher is doing her own diagnosis as a part of the instructional program, this complete test is all that is necessary before a well planned program of individualized instruction can begin. The teacher can then determine, through observation of the pupil during instruction, what additional diagnosis is needed, if any, and whether this can be best carried out through experimentation and observation or through other standardized tests.

In those programs in which a complete diagnosis of each student's reading and related problems is made before any instruction begins, the *Test of Individual Needs in Reading* should be given before most of the other tests, so that the results can be used in selecting the other tests. This is particularly true if a group type diagnostic reading test is to be used. The student should be given a survey test appropriate to his reading level rather than the number of years he has been in school. For example, if an eighth grade student was reading at third grade level, and was given a reading test written for the eighth grade, he could not read the test, and the results would be completely invalid.

3. Advantages over the informal inventory:

For an individual oral reading test, many teachers use an informal oral reading inventory made up of selections from the basic reading series to be used in the classroom.

This is an excellent method of placing a child in the appropriate book in the particular reading series. However, teachers who use this method have found four problems in its use. (1) It is obvious to the pupils that they are being "tried out" in the different books. This may cause tensions in some, which will prevent their reading normally. (2) It is very difficult for a teacher to keep any permanent record of errors made so that, although it places the child correctly, it does not have much diagnostic value or cannot be used easily for later comparison. (3) It is very difficult to know whether or not the passage selected is typical of the vocabulary difficulty of the book as a whole. If the teacher had the time and experience, he could check this by the Yoakam, Spache, Flesche, or other reading difficulty formulas, but the teacher's work load does not usually permit this. (4) Although this means of placement works well in the lower grades, it becomes less efficient at the higher reading levels. Many pupils who read at junior high or above have sufficient ability in phonetic and structural analysis so that they can pronounce almost any word, although they may have no idea of its meaning. It is therefore important in the upper grades to check the pupil's comprehension along with the oral reading. (5) Although an idea of the child's ability to use phonics can be obtained from seeing how he uses it in sounding out unknown words, additional evaluation of word analysis skills is necessary before the child can be given instruction to meet his individual needs.

The *Test of Individual Needs* eases the burden on the teacher in reading placement.

(1) It makes all of the oral testing materials available in connected form, interesting to the pupils; and as it is much more like a normal reading lesson, it eliminates much of the "trying out" feeling which accompanies the use of selections from books or other oral reading tests which consist of short unrelated sentences. (2) It provides for simple and exact recording of the errors of each pupil, and easy comparison of mistakes made if the test is used again at a later date. (3) The vocabulary of each section is equal in difficulty to the average selection at that grade level in the most used basic readers. (4) Since the chief problems of reading in the upper grades are often problems of comprehension, rather than vocabulary, the silent reading comprehension part of the test checks the child's ability to understand material at each level of difficulty. This information can be used in conjunction with the results of the oral reading vocabulary test in placement of the student in appropriate reading material. (5) If desired, the pupil can be given an opportunity to read the material through silently, before the oral reading. This cannot be done readily when using the selections from books. (6) The oral reading, the silent reading, and the word analysis can be given together or separately, as needed for individual cases. (7) The accompanying word analysis test makes possible the location of specific areas in which the individual pupil needs instruction. (8) The instructional needs assessment makes it easy to combine information obtained from the oral reading and the word analysis test in determining the specific needs of the student.

D. VALIDITY, RELIABILITY, AND CONSTRUCTION OF THE TEST

The validity and reliability of the *Test of Individual Needs in Reading* had been assured through construct validity (the method used in choosing material and constructing the test) and through correlation of test results with the results of other tests and with teacher judgment, as well as comparison of scores on different sections of the test.

The oral reading inventory is not intended as a means of comparing one pupil with another, or with a national average or other norm. The intention is, rather, that each section be typical of the level of material usually presented in the readers used in a particular grade so that it can be used to determine the level of reader in which each child can read effectively. Therefore, the chief requirement is that each section of the test must be comparable in difficulty to the typical material in the basic readers commonly used in that grade.

The vocabulary difficulty of typical selections from each of the basic readers published by Houghton-Mifflin, Scott-Foresman, and Ginn and Company was checked by the Yoakman and Gilliland formulas for the primary grade materials. Each section of the test was written at the average difficulty level of these three series. For example, in the fourth grade selection, out of a total of 108 words, there are 81 different words. Of these, 65 are in the first five hundred words of the Thorndyke Word List, 5 are in the second five hundred, 3 are in the second thousand, 3 in the third thousand, and 3 in the fourth

thousand; one is in the sixth thousand words. These figures are equal to the average of the samples taken from the fourth grade readers referred to above.

At the primer level, all the words included in the test are in the first one hundred words of the Thorndyke Word List. All but 3 of these words are included in the preprimers of all three of these series and all are included in at least two of the series. It is so arranged that if any child has read the preprimers of any one series, there will be one, but only one word which is unfamilar to him.

Although the above method of equating is considered the chief method of checking on the validity of the oral reading test, it has also been standardized by individual testing of pupils. At the time of printing of this manual, the oral reading inventory had been given, individually, to over two thousand five hundred children under the direct supervision of the personnel of the Eastern Montana College Reading Clinic. Results were compared with teachers' judgment of pupils' reading ability. Seven hundred of these pupils were remedial readers who received individual instruction, and their ability to read various materials was evaluated individually by reading specialists. As a result of correlation of these judgments with test results, slight adjustments have been made in the rating scale for the test.

Comprehension ratings have been standardized by comparison of the comprehension scores of the pupils mentioned above with grade placement of pupils, basic readers used, ratings on the oral reading inventory, and scores on two other standardized reading comprehension tests.

The word analysis test is intended as a method of choosing the particular skills in which the student needs help rather than for obtaining a grade placement score. However, a grade placement rating for the total score on word analysis was obtained by comparison with the results of the oral reading inventory and two other reading tests. This grade placement score will not be correct for all schools, however, as the achievement in word analysis will vary according to the emphasis put upon word analysis skills in various schools, and the type of phonetic instruction presented.

Word analysis items included and the order in which they are presented were selected as a result of a study of the typical phonetic and structural analysis programs presented in commonly used basic readers. Each section originally included about twice the present number of items. Through factor analysis techniques those which were too easy or too difficult were eliminated. The items now included are the ten in each area which differentiated best between the good and poor readers.

The author and the publishers of the test will appreciate knowing of any further research which is conducted with this test.

E. INSTRUCTIONS FOR ADMINISTRATION AND SCORING

Before administering any part of the *Test of Individual Needs in Reading*, the examiner should read all these instructions carefully, then review them by reading the condensed instructions included in the front of the test manual.

Each time the teacher uses the test after a lapse of time, the instructions in the front of the test booklet should again be carefully reviewed.

The *Test of Individual Needs in Reading* is chiefly an individual oral reading test; however, the comprehension questions may be used as a group test with any size group. Therefore, instructions are included for both group and individual testing.

In giving the test, the teacher should keep the situation as nearly as possible like a normal reading lesson, as carried on in the students' regular classroom, with no emphasis on the testing aspect.

1. Administering the Oral Reading Test

For individual testing, the examiner writes the student's name on the copy of the test which he keeps. Nothing is written on the copy which is given to the student. All writing is done on the examiner's copy by the examiner. The student does no marking on his copy.

If the examiner and the child did not know eachother previously, the examiner should spend a few minutes getting acquainted and building good rapport. Ask about the student's interests and the kinds of stories he likes.

Give the unmarked copy of the test to the student. Say: "We are going to read this book today. It is about John Bidwell and the Trail to California." (Point to the words on the cover as you read them.) "I want you to read it aloud to me, and answer some questions about each page.

It starts easy but farther on it is very hard to read, so don't worry about it if you don't know some of the words. I don't expect you to be able to read all of it."

It may add more interest if you tell the student that this is a true story and that all the pictures in the book were drawn by an eighth grade student.

Open the book to page 3 and say, "Follow along and read this page silently as I read it aloud." Point to the words as you read slowly and distinctly.

Say "After each section of the story, there will be five questions similar to these. Let's look at these and see if you remember what we read." Read each question and the answers. Let the student decide what the answer is. Be sure he has chosen the right answer to each question. Discuss the questions as much as necessary.

The correct answers are:

1. b
2. farm
3. b
4. b
5. a

Children in first grade, and any others who you suspect may not be reading above primer level should read pages 4 and 5. The instructions, which are printed in small script, should be read to the subject. He should read the large print.

If you believe that the subject can read at

upper first grade level or above, omit pages 4 and 5. Say "Turn to page 6; that's where the story begins. Read this page aloud for me." As the student reads, his errors should be marked in the examiner's copy. When he has finished page 6, say: "Now look at the questions on the next page."

Read the first question aloud to the student. Let him choose the answer he thinks is correct. Mark his answer in your copy of the test. Continue in this way until the student finds five or more words on one page of the oral reading material which he cannot recognize. Have him answer the questions about that page but do not go any farther.

The word analysis test may be given at this time, or it may be saved until later.

2. Recording the Oral Reading:

As the subject reads orally, when he does not know a word, give him time to try to figure it out. If he cannot figure it out in eight to ten seconds tell him the word, and let him continue reading.

While the student is reading, follow his reading in your copy of the test, and mark it as described below. Study these markings carefully so you know exactly how to mark each type of error.

a. When a word is misread, write the word that the student said phonetically above the mispronounced word:

Ex. for example

It is very important that every word be recorded carefully and accurately, as this is the only way the errors can be analyzed later.

b. If the student skips a word, put a circle around the word that was omitted:

Ex. the word was (skipped)

c. If the student either omits or misreads a word, in such a way that it indicates to you that he does not know what the word is, underline the word:

Ex. like this

It is very important that this be done accurately, and that good judgment be used in deciding whether or not a word should be counted as an unknown word, as it is the number of unknown words that determines the student's reading level. As with all individual testing, accuracy is developed through practice and close observation. It is the responsibility of the examiner to observe carefully and make accurate decisions as to which words are known and unknown.

Some examiners prefer to wait until the student has finished the page, then go back and decide which of the omitted or misread words should be underlined.

A word which the student knows well may be skipped. For example, if he is reading easily and rapidly, he may skip over small well known words. He may miscall small words (such as "a" for "the") for the same

reasons. If you are in doubt about whether the student knows a word, it is best to wait until he has finished the page then point to the word and say "What is this word?"

d. If the student misreads a word, but discovers his own error through context or otherwise, and goes back and corrects it, make only a short line under that word:

Ex. underline half of the word

e. If the student inserts a word write the inserted word and use a caret to indicate the location in which it was inserted.

Ex. Some people insert extra words when reading

f. When a student hesitates before a word, as if analyzing the word, make a diagonal line at the point at which he pauses:

Ex. pause or/ hesitation

g. When the student repeats a word, part of a word, or phrase, write one letter R above the repeated part for each repetition.

Ex. The R scout led them RR across the/plains.

He took them/over the Rocky Mountains at

South Pass, which he had/discovered many

years before.

In this example, the student repeated the word

scout once and he repeated across twice. He paused before attempting the words plains, over, and discovered. He was unable to read the word plains so he omitted it, therefore it is circled as an omitted word and underlined as an unknown word. He carelessly skipped the word the. He said "man" for mountains, but went back and corrected it, so it is partially underlined to indicate a self correction. He said "wich" for which and "decided" for discovered. Which was not underlined because the error was obviously a speech characteristics rather than an unknown word. Discovered was underlined to indicate that he did not know the word. The examiner felt that the student was reaching his frustration point, and that the repetitions and possibly some of the other errors were due to tension, so she noted this in the margin of the page.

When marking the graph to determine reading level, the examiner counted two and one-half unknown words in these sentences - two for plains and discovered, one-half for mountains. Below the graph, under Oral Reading Observations, after the word Fluency, she wrote "repeats and hesitates under tension," and after Speech, she wrote "pronounces wh as w."

3. Scoring the Oral Reading

Continue the oral reading until you have five or more underlined words on one section of the story. Stop reading at the end of that section. Let him answer the questions which follow that section.

The letter at the bottom of each page represents the grade level of the vocabulary on that page, as follows:

P - primer	F2 - second half of fourth
F - first	V - fifth
S - second	S - sixth
T - third	7 - seventh
F - fourth	x - college

After counting the unknown words on each page, transfer these scores onto the blanks following the respective test numbers on graph A on the inside of the back cover of the test. Note that for each line of the graph both the page number, and grade level symbol are given. For example, on line 6. F of the graph, you will record the number of unknown words on page 6, which is at first grade reading level.

On the graph, following each of these page and grade symbols is a row of numbers from 9 to 0. In that row, circle the number which represents the number of unknown words at that level. If the total for a page is between two numbers, for example, $3\frac{1}{2}$, place a dot in that space, in this case, half way between 3 and 4, then circle that dot.

After circling a number for each page that the student read, draw a straight line from the center of the first circled number to the second. Continue through each circled number. (See example on inside back cover of this manual.) The point at which the charted line crosses the diagonal line on the graph indicates the grade level of material which this student should be able to read meaningfully. His recreational

reading level should be one grade lower. The grade levels are indicated across the top of the graph.

Study the sample inside the back cover of this manual. This is the record of a sixth grade boy who was low in reading ability. There were two words he did not know at the second half fourth grade reader level, and six at the fifth grade level. Checking the level at which the lines cross, gives us a reading grade placement of 4.7. He should, therefore, be placed in a reader intended for the second half of the fourth grade. For independent, recreational reading, the material should be at high third grade level.

Be sure to note that the grade level is not indicated by the location of any circled numbers. It is determined by the point at which the two lines cross.

Scores falling within the first grade range may need further interpretation. If a student has five or more errors on the preprimer material, his score will fall to the left of the line on the graph. This indicates that he will need assistance in reading a first pre-primer. If he finds less than five unknown words in the pre-primer material, the lines of the graph will cross between the lines representing primer and first reader level, indicating that he should be reading from a primer. If the lines cross to the right of the second line, he should be able to do basic reading from a first grade reader.

When the basic reader grade level has been determined, it should be recorded on the line

elow the graph. This score can then be transferred to the first line on the graph on the outside of the cover by filling in the bar graph to that level.

Other oral reading problems and characteristics should be noted carefully and recorded as in the example. Information thus obtained should later be recorded on the inside of the back cover in the space marked "B - Oral Reading Observations." (See examples on inside back cover of this guide). Often the observations made are of more significance for later instruction than are the numerical scores assigned to the student.

4. Administering the Comprehension Test:

After the student reads each section of the test, he will answer the comprehension questions relating to that section. When he finishes page 6 read the questions and answers on page 7 to him, letting him read silently with you, from his copy. As he gives you his answer, circle the letter of that answer in your copy. Write his answer to question number 2.

You may wish to continue in the same way with the questions on all the rest of the sections which the student reads. Or you may wish to read only the questions, letting the student read the answers and choose the correct one. Or you may wish to let the student read both questions and answers. For some students it may be best to vary the approach. For others it is best to do all the reading of the questions and answers. Use the approach that will keep the student interested and feeling secure. When the student is reading at a level at which

he may have some difficulty reading and comprehending the questions, read them to him. Remember that your purpose is not to see if he can read the questions, but to see if he has good enough comprehension of the story to know the answers to the questions.

5. Scoring the Comprehension Test:

Part C of the inside of the back cover of the test is an answer key. Compare these answers with those marked by the student. On chart C put a circle around each answer which the student has marked correctly. A study of this chart will give you some idea of the type of comprehension questions on which this particular child needs practice. (Note the example on the inside of the back cover of this manual. This child gets details, but needs work on inferences and getting the main idea.)

Count the total number of correct answers. If you did not use the primer level material, be sure you count all five of the primer answers as correct. Transfer this total to the comprehension graph on the outside of the back cover. Circle the number of correct answers. Note the grade level indicated on the line above that number. This is the grade level score for the comprehension test. Fill in the bar of the graph to make this easier to read.

A study of the graph shown on the outside of the back cover of this manual should make this clear. The child whose scores are represented on this graph answered 29 questions correctly so 29 is circled, and the graph above it shows that he demonstrated an ability in reading comprehension

about equal to that of the average child in the early part of the fifth grade, or at the 5.2 level.

6. Determining the Silent Reading Speed:

Reading speed, it if is to be tested, should be tested only for silent reading. The oral reading speed of a good reader will depend upon the way in which he wishes to express the ideas, not on the speed at which he is able to read. Reading speed is not important at the primary levels, so it is not usually tested for children reading below fourth grade level. If the student you are testing is in fourth grade or above, you have reason to want a reading speed score for him, and he will not be taking a silent reading speed test, you may wish to obtain a speed score from this test. If this is the case, have him read sections T, F, and F2 (pages 10, 11, and 12) silently before reading them orally.

Before he starts the silent reading of a section, ask him to look up when he finishes, so you will know when he is through. With a stop watch, check the length of time it takes him to read each of these sections.

Page 14 may be timed and averaged with the others if desired. The pages that follow contain more words so they cannot be used for timing.

Find the average length of time required for reading each section. Find that time on line B of the graph on the outside back cover of the test booklet marked "seconds per page". The numbers in the line above are the words per minute. The speeds shown represent the average speed

for students in the middle of each grade in school.

In the sample shown on the back of this guide the student used 50 seconds to read each page, indicating a speed near to 130 words per minute, an average speed for the lower part of third grade. This indicates that this student reads more slowly than the average student of his reading level.

7. Administering the Word Analysis Test:

The word analysis section of the *Test of Individual Needs* can be given with the oral reading, or it may be given later as a separate test. In the regular classroom it is often easiest to give the oral reading test first to get the students placed in the appropriate level of basic readers; then at a later date, while they are doing independent reading, each at his own level, take them one at a time to check their word analysis skills.

In giving the word analysis test, the examiner should, again, have the copy of the test in which the student's answers are being marked. He will record the student's answers on pages 20, 21, and 24, which are labeled "Examiner's Copy". The student being tested will need an unmarked copy of the test open to page 18. He will also need a piece of paper and a pencil.

For ease in administration of the test, the instructions for the examiner and the material which the student reads are printed together for the examiner. All instructions and other material which are to be read aloud to the student are printed in script.

8. Recording Errors in Word Analysis:

Just as in the oral reading test, and in individual intelligence testing, all answers given by the student should be recorded in full in the test booklet. Recording exactly what the student says for each mispronounced word is essential, both for scoring the word analysis test, and for completing the Instructional Needs Assessment which follows it.

9. Scoring the Word Analysis Test:

In scoring the word analysis test, be sure that in each section of the test you count only those errors which are related to the skill being tested by that section of the test. For example, in section 8, reversals, be careful to mark as wrong only those words in which the subject mixes up the order of sounds represented by the letters. If the subject says no for on, b for d, or even for never, these are reversals. However, care must be taken not to count errors such as ever for never or next for net as reversals. Such errors in scoring may cause the teacher to waste a great deal of the student's time having him practice on skills which he he did not actually make any mistakes. This is one reason for writing the actual word which the pupil said whenever he makes a mistake, rather than just marking it wrong. It is difficult, while working with the child, to analyze each error and know what type of error it is.

After completion of the Word Analysis Test, the examiner should go back and check the errors marked. Make sure that in each section only errors related to the particular skill being checked are counted. Count the number of correct answers

in each section of the test and record this number in the space provided. All scoring is figured on the basis of ten possible answers.

The scores should be transferred to the graph on the outside of the back cover of the test. It is not intended that this graph should rate the individual skills in word analysis on a grade level basis. It would be a falacy to say that a student was at a third grade level in vowel sounds, and first grade level in digraphs. This graph is intended only to give some comparison of the student's relative skill in various areas, so as to know where to put the emphasis in teaching. For instance, in the example shown on the back of the manual, the student exhibited no problems in most of the consonant skills, but needs help in the use of vowel sounds. The total score will give some comparison of the student's total ability in word analysis with others of his grade.

10. The Instructional Needs Assessment Chart:

The chart on page 22 and 23 of the test booklet is provided for those who wish further, more detailed analysis of the student's ability to use specific word recognition skills while reading.

After you have completed the administration and scoring of the test, turn back to the beginning of the test booklet to the first word that the student missed.

In the Assessment chart, write this word in the first column, entitled "correct word." In the next column, entitled "substitution" write

phonetically the word the student said. List in this way all the words which the student missed. List also all omissions, repetitions, and insertions.

Checking the first word listed, follow that row across the chart and list all errors in the appropriate column.

Example #1. For 'pill' the student said 'bill': Write 'p' in the column titled "reversal" and also in the column titled "initial consonant." (See first line of sample chart on pages 28 and 29.)

Example #2. For 'through' the student said 'three': Write 'ough' under "letter cluster."

Example #3. For 'spot', the student said 'top': Write 'spot' in the "reversal" column. Write 's' in the "omissions" column.

Example #4. For 'perpendicular' the student said 'perpendilar': all the letters except 'c' and 'u' were pronounced correctly. Since, in this word, 'c' is a consonant in the middle of the word, put 'c' in the "medial consonant" column. Put 'u' in the "long vowel" column. Also, since only four of the five syllables were pronounced, put the omitted letters 'cu' in the "syllabication" column and also in the "omissions" column.

Example #5. The word 'the' was omitted: Write 'the' in the "omissions" column.

When all the word recognition errors from the oral reading test have been listed, turn to page 24. Look at item 13. If there are any errors,

list them the same way the words from the oral reading test were listed. Next, list the errors from item 12. Continue through the word analysis test in reverse order, until all the errors have been listed, or all 28 spaces on the chart have been filled.

When all errors have been listed on the chart, list the student's instructional needs in word analysis by starting with the column with the most spaces filled, and listing the items under it in the order of frequency. For example, if the largest number of items was in the short vowel column, the list might start with "Short vowels, u, a, o." A space in which to list these needs is provided at the bottom of page 24.

The instructional starting point should be determined from this list and listed at the bottom of of the back cover of the test. The instructional starting point is usually the area with the greatest number of errors listed on the chart. However, some skills depend upon others, so they are best taught in some logical order. The order in which the word analysis skills are tested in the word analysis section of this test is generally considered the order of difficulty.

In the Sample Instructional Needs Assessment chart included in this manual, the two areas with the most errors listed are omissions and long vowel sounds. However, some of the omissions are unknown words, some skipping of small words, and some are sounds ignored within words; therefore, the one kind of error listed most frequently is long vowel sounds, especially the sounds of o and i. This is the area of need that would be listed

Instructional Needs Assessment

Word Analysis Skills

	Correct Word	Substitution	Omissions	Repetitions	Insertions	Reversal	Synonym	Impulsive guess	Consonants: Initial consonant	Medial consonant	Final consonant	Consonant blend	Digraph (Speech consonants)
1	~~pill~~	~~bill~~				p			p				
2	~~through~~	~~three~~											
3	~~spot~~	~~top~~	s			spot							
4	~~pumpkin~~	~~dilan~~	cu							c			
5	~~the~~		~~the~~										
6	scout			scout									
7	across			across									
8	plains		plains										
9	the		the										
10	mountains	mans								n t			
11	which	wich											wh
12	discovered	decided	s v							s v			
13	reach	rech											
14	side	sed											
15	pioneers	pinyoneers				ion							
16	tried	tied	r									tr	
17	thirsty	thirty	s									st	
18	struggled	staggied	r							l			
19	to		to										
20	happen	hapen											
21	ton	not				ton							
22	firebird	fibend				reb							
23	tion	ton											
24	preheat	preheat											
25	vive	viv											
26	pete	pet											
27	feil	feel											
28	site												

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1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28		
	Short vowel	Vowels
u	Long vowel	
a e	Vowel team	
	R controlled vowel	
	Final y	
	aw or al	
	Contractions and Possessives	Word Structure
	Plural	
	Endings-ing,d,ed,s,es,est,er	
	Prefixes	
	Suffixes	
ough	Letter clusters	
	Compound words	
cv	Syllabication	

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first. This is also the instructional starting point.

Terminology: Terms which are sometimes used with more than one meaning are, for this assessment, defined as follows:

Omissions: includes both whole words and parts of words omitted.

Medial Consonant: any consonant except the beginning and ending.

Consonant Blend: two or three consonants in which the sounds blend together but all are heard.

Digraph: two letters representing a single consonant sound such as th, wh, sh, ch, ng.

Vowel Teams: dipthongs and all other vowel combinations which work together, such as ou, oo, oy, oa, ai.

R Controlled Vowel: er, ir, ur.

Letter Cluster: a group of letters other than consonant blends and vowel teams which are commonly used together to represent a sound, such as ough, tion, sion.

Syllabication: includes both addition or omission of syllables and phonetic errors caused by improper division of the word into syllables.

F. VARIATIONS IN TESTING PROCEDURES

1. Testing a Large Class:

The *Test of Individual Needs in Reading* is chiefly an individual oral reading test; however, the silent reading comprehension section may also be given as a group test with any size group. This should then be followed by individual testing of oral reading skills. If a teacher is testing all the children in a regular classroom, the testing time for oral reading and comprehension can be greatly lessened by group testing of comprehension. If this is to be done, the following instructions should be followed.

Introduce the story as you ordinarily introduce a reading lesson. Say: "Today we are going to read a story about John Bidwell and the Trail to California." Write the words John Bidwell, trail, and California on the chalk board. Introduce them as you usually introduce new words before the silent reading of a story.

Say: "When you get your book you may write your name on the front, but don't open your book until I tell you."

Distribute copies of the test to all the students being tested. Have each of them write his name in the blank at the bottom of the cover. If there is any of the information on the back which you do not know, have the students fill in the top two lines on the back of the test booklet also. Be sure when you finish testing that you sign your name in the space which says "Examiner."

After the students have signed their names, and had an opportunity to look at the title of the book and the picture, say: "Now open your book and look at the page with the number '3' at the top. Read it silently while I read it aloud." Read the selection slowly aloud.

"Now let's read the questions. Number one is: This page tells about

a. who found gold in California.
b. what this story will be about.
c. farming in California.

"Which one is the right answer? . . . . That's right, "b" is the right answer, so put a circle around the letter "b."

"Number two is: John went to California to get a . . . . what? Yes, he went to get a farm, so write farm in the blank."

Discuss the other questions and let the students mark them, then say: "After each section of the story, there will be five questions similar to these. You are to mark your answers the same way you marked these."

"Now turn two pages, to page 6 of the book. Start reading on that page. Whenever you come to some questions, answer them the same way we answered the others. The story is easy to read at the beginning, but keeps on getting harder. You are not expected to be able to read all of it, but read as much as you can. Read until you cannot read any further, or until you finish the story on page 17, answering the questions as you go. I will not be able to tell you any of the words as you read, as

I want to see how far you can read without any help. Are there any questions before you start? . . . If not, you may go ahead and start reading.

As the children finish the silent reading, pick up the test booklets. Score the answers to the comprehension questions so that you will know where to start each child in his oral reading.

Score the comprehension tests before doing the oral reading. When scoring each test, determine the page on which each student is to begin his oral reading. This will be one level below the level at which he began having difficulty with comprehension questions. Mark this page in each booklet with an X and a paper clip to make it easy to find.

When you are ready for the oral reading testing, give the entire class other work to do - free reading, mathematics, or some other learning activity on which they can work independently without any help from you.

Call each student to your desk individually. Keep the booklet in which he marked his answers so you can write in it. Give him an unmarked copy. Let him read to you, beginning on the page you chose as his starting point, and continuing until he finds five unknown words on one page. Have him read only the story, omitting the comprehension questions. Record his errors as described earlier.

If the student finds three or more unknown words on the first page he reads, it may be necessary to have him read the previous page also.

If the word analysis test is left until a later date, it should take from one to two hours to give the oral reading test to an ordinary elementary class or an adult basic reading group.

After all students have been given reading material at the reading level determined through the test, the same methods as described for the oral reading test can be used for evaluating word analysis.

2. Testing a Small Group:

When one examiner tests two to five students at a time, the silent and oral reading tests can be given simultaneously. The test booklets should be distributed and introduced in the same way as with a large group.

After the book has been introduced, the sample page discussed, and the pupils have turned to page 6, say: "While you are reading and answering the questions, I will have each of you come and read to me aloud."

When the students have started reading, take one student aside and have him read to you orally from your copy of the test. You take his copy and mark his errors in it. Start him at what you guess to be approximately one to two grade levels below his actual reading level. If there are less than three unknown words on the page, have him continue reading until he finds five or more unknown words on one page. If he makes three or more errors on the first page read, say: "Let's read this page next." Turn back two grade levels and begin there.

When he finishes the page on which he finds five or more unknown words, give him his copy of the test (the one in which you have been marking) and say: "Now take your book back to your desk and go ahead and read as far as you can. Be sure to start where you were before I interrupted you, and answer all the questions."

Take another student and work with him in the same way.

It is usually possible to test four students in this way, and have the oral reading test completed by the time they have finished their silent reading test.

3. Team Testing Procedures:

If several examiners are available to test a large group, they can be tested as described for the small group. There should be one examiner for each five students.

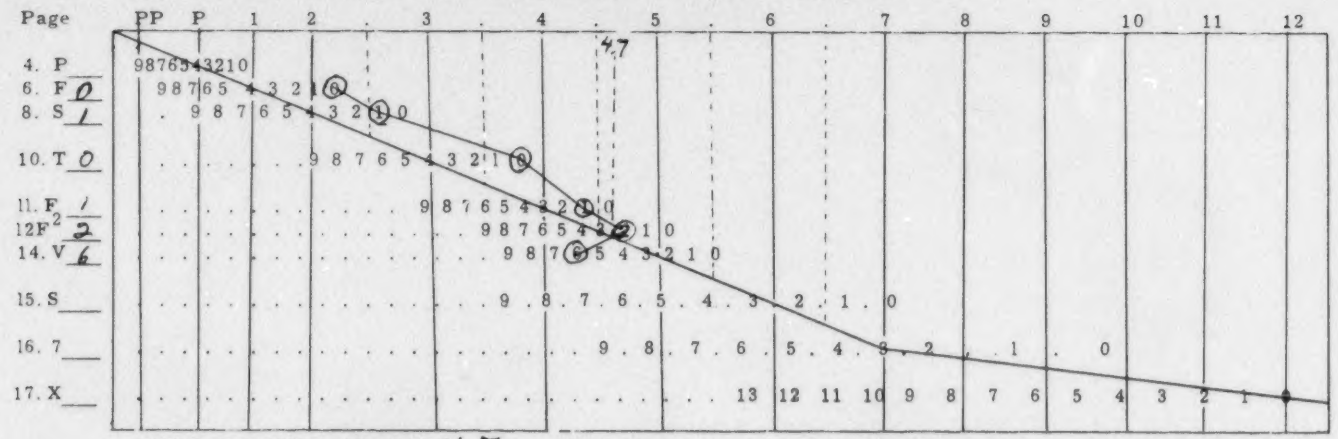
If two rooms are available for the testing, they can all be started in one room and as each student finishes his oral reading he can be taken to the other room to finish his silent reading. This way, each examiner knows which students have not been tested. Another method is to put a sheet of blank paper on each desk, and when the student begins his oral reading, the examiner takes the sheet of paper.

If one person, other than the classroom teacher is to do the testing, the examiner can take five students to a separate room for testing. As each student finishes his test, he returns to the class-

room and sends another student to the examiner who starts him on his silent reading, then goes ahead with another student's oral reading test, always working with the student who has been there longest.

Before administering the *Test of Individual Needs* review the procedures by studying thoroughly the instructions inside the front of the test booklet and review any part of the instructions in this manual which are not thoroughly understood.

A. ORAL READING (Circle number of words not known at each level--connect with line)



BASIC READING LEVEL 4.7 (Transfer to line A on other side.)

B. ORAL READING OBSERVATIONS: Word Recognition: Did not use vowel rules in sounding.

Fluency: Good expression but slow with frequent hesitations up to 4th grade. Word by word reading at 5th grade level. Sometimes skips small words.

Speech: Substituted n sound for wh.

Other: Followed words with finger in oral reading at high levels. Lip movement in silent reading.

(Summarize on line B on other side.)

C. COMPREHENSION SKILLS: (Circle each correct answer.)

Test No.	PC	FC	SC	TC	FC	F²C	VC	SC	7C	XC
Recognizing main idea	(c)	(a)	(c)	(a)	(b)	c	a	a	c	c
Verbal memory (completion)	(x)	(x)	(x)	(x)	x	(x)	(x)	x	x	x
Vocabulary	(a)	(a)	(a)	(c)	(c)	(c)	(c)	c	d	b
Comprehension	(a)	(a)	(a)	(a)	(c)	(a)	(c)	(d)	d	b
Inference	(b)	(a)	b	b	(c)	c	a	c	c	a c g

Total Number of Correct Answers 29 (Transfer to line C on other side.)

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John Bidwell and the Trail to California

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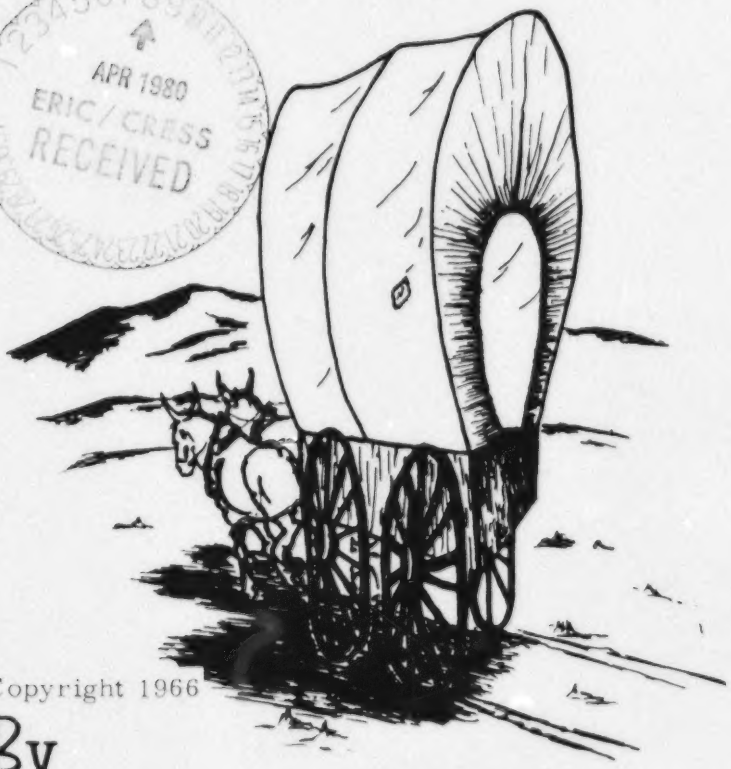

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NINTH EDITION - 1977

Illustrated by Lori Gilliland age 13 Name _____

TEST OF INDIVIDUAL NEEDS IN READING

PURPOSES:

1. The individual oral reading test makes possible the determination of the exact reading level of each pupil. It is also a diagnostic instrument for analyzing the pupil's instructional needs. This oral reading is the essential part of the test and may provide all the information needed.

2. The comprehension questions indicate whether the pupil's comprehension is above or below his vocabulary level.

3. The word analysis section helps identify additional strengths and weaknesses in the phonetic and structural analysis skills.

4. The instructional needs assessment helps to further analyze the errors recorded in the oral reading and word analysis sections. This makes it possible to determine the specific areas in which the pupil needs the most help and thus facilitates the planning of needed instruction.

INSTRUCTIONS:

Before administering the test, study the manual thoroughly and practice the scoring procedures. Review the procedures listed below before each use of the test.

ORAL READING:

1. Start first grade children individually with the primer material on page 4. Read the instructions (printed in script) to the student.

2. Start a subject who is in second grade or above and who is not suspected of being a non-reader on page 6.

3. As the subject reads, underline all unknown words, including names. If the subject discovers his own error and corrects it, count the word only 1/2 wrong.

4. Observe carefully and record all types of errors. Your observations of the individual's reading problems may prove much more valuable than the grade level score obtained. However,

for the "Level of Reading" graph, from which the grade level score is obtained, count only the unknown words.

5. Stop oral reading at the end of the first page which contains five or more unknown words.

MARKING AND SCORING:

1. When a word is mispronounced, write above it exactly what the student said. wen

2. Underline each unknown word.

3. Half underline self corrections.

4. (Circle) omitted words.

5. Diagonal / line indicates long pauses.

6. Letter R indicates each repetition. RR

7. Count the number of underlined words. Chart on graph inside back cover. Draw a line between the circled numbers. Grade level is the point at which the two lines cross.

COMPREHENSION:

1. If the subject has difficulty reading the comprehension questions, read them to him.

2. If the subject marks his own answers to the comprehension questions, be sure that he marks them in the same copy in which the examiner marks his oral reading errors and his word analysis test.

3. If the subject starts with page 6, be sure to count five right answers for page 5 when scoring the comprehension questions.

WORD ANALYSIS:

1. In using the word analysis section of the test, have the student read from page 18 of the test booklet. The examiner, meantime, reads from and marks his answers on page 20.

2. For each error, be sure to write down exactly what the subject says. In each section of the word analysis test, mark as wrong only those errors which relate to that particular skill. For example, marking a mispronounced vowel sound as an error in the section on beginning consonants, or a mispronounced consonant as a reversal, may cause a great deal of time to be spent working on a skill which the subject already has, while another one which he needs is neglected.

INSTRUCTIONAL NEEDS ASSESSMENT CHART:

A chart for further analysis of word recognition errors is provided on page 22 and 23 for those who wish to use it.

1. After completing the test, turn to the beginning of the booklet and locate the first word which the student mispronounced when reading orally. Write that word on the chart in the "correct word" column. In the "substitution" column, write phonetically the word the student said. List all oral reading errors in this way.

2. Turn to page 24, item No. 13. List errors as above. Continue through the Word Analysis Test in reverse order (no. 12, 11, 10, etc.) until all lines on the chart are used.

3. After each word record the error in the appropriate column. (Example: For the word "get" the student said "met." Put g in the "initial consonant" column.

4. Number of entries in each column indicates need for remediation in that area. List needs on page 24 in order in importance.

This is the story of John Bidwell, who went to California to get a farm.

He was there when gold was found, and helped many men who came for the gold rush.

There is now a big city where he had his farm.

1. This page tells about
   a. who found gold in California
   b. what this story will be about
   c. farming in California

2. John went to California to get a _____.

3. The words "Gold Rush" mean most nearly.
   a. a decoration made of gold
   b. the time when men were hurrying West to dig for gold.
   c. a place in Russia where gold is mined.

4. John's farm is now a
   a. dairy
   b. city
   c. gold mine

5. John got to California
   a. before the gold rush
   b. during the gold rush
   c. after the gold rush

"There was only one child on the wagon train with which John Bidwell went to California. This was a little girl.
When the wagon train was at Fort Laramie, in Wyoming, some Indians came to trade at the fort. While the men at the fort traded with the Indian men, the little girl did some trading too. She traded with a little Indian boy. This story tells what they said. The pictures tell you who is talking.
Read what it says on this page."

Come here.

Come and play
Come and play ball.

I can not play ball.
See my big dog?

I see the dog.
I want a big dog.
Can I have the dog?

You want my dog.
I want the ball.
You can have the dog.
I can have the ball.

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"One of these groups of words tells what the story you just read was about. Was it about an Indian boy and a girl:

playing ball
playing with a dog
making a trade

"What did the girl ask the Indian boy to do?"

"The girl asked the Indian boy to _____"

"One of these words tells what the girl got when she traded with the Indian boy. Which word tells what she got when she traded?"

dog ball see

"Which of these words tells what the dog was like?"

big here little

"The little girl brought something with her on the wagon train. One of these words tells what she brought with her. What did she bring with her?"

dog ball doll

PC _____

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6

When John was a little boy, he said, "I will get a rabbit. I will take a gun and get a rabbit."

"Why do you want to get a rabbit?" said Father. "Why does a little boy like you want to get a rabbit?"

"I will get a lot of rabbits now," John said. "When I get big I will get a farm. I will have to get deer to eat."

"You will grow something to eat on a farm," said Father.

"It will take a long time to grow something to eat," John said. "I will have to eat deer for a long time."

1. This page is about
   a. what John wants to do when he is big
   b. how to get rabbits
   c. how Father will get a farm
2. John says that when he farms he will eat _____.
3. When John says he will "get" rabbits, he means he will
   a. shoot rabbits
   b. catch rabbits
   c. buy rabbits
4. What does John's father say he will eat on the farm
   a. things he grows
   b. things he shoots
   c. things his father gives him
5. Why does John say he wants to get rabbits?
   a. so he can get deer when he is big
   b. so he can have rabbits for pets
   c. so Father will give him a farm

FC_____

When John grew up he got a farm.

That was a long time ago. At that time a man could get a farm if he could find some place that no one lived. He could live on the farm for three years, and he would own the farm. He had to be 21 years old to get a farm.

John found a farm. He lived on it.

Some men came and saw the farm. They wanted it. They said, "We will take this farm. You will have to get out. You can not claim a farm yet. You are only 19 years old.

s_____

1. This whole page is about
   a. a good way to get a farm
   b. how some men stole John's farm
   c. how John got a farm and lost it

2. To get a farm a man had to ___.

3. When the men said John could not claim a farm, the word "claim" means.
   a. own
   b. buy
   c. land

4. John lost his farm because
   a. he was not old enough
   b. the men did not like him
   c. he did not grow any food

5. A farm cost more
   a. when John got his
   b. now

SC_____

John met a man who had been to California.

The man said, "They would give you a lot of land in California. Out there people measure their land in square miles."

John had a friend named Jimmy Johns. They decided to go to California together.

Jimmy had two mules, so John bought a wagon. They found a lot of other people who wanted to go to California. They formed a wagon train. But they did not know the way to California.

They asked many people, but they all said, "Every one goes to California by ship. No one has ever gone there by wagon."

T_____

* * * * * *

1. This page is mostly about
   a. getting ready to go to California
   b. how they measure land in California
   c. how people got to California

2. John's wagon was pulled by _____.

3. They "formed" a wagon train means
   a. they bought one
   b. they found one
   c. they put their wagons together to make one

4. John wanted to go to California to
   a. get farm land
   b. dig gold
   c. lead a wagon train

5. Most of the farms in California were
   a. about the size of a city block
   b. more than a mile across
   c. about a mile across

TC _____

John Bidwell and his friends decided to try to find the way to California.

As they were starting, they met another wagon train. It was led by Tom Fitzpatrick, a famous scout. The scout told them, "No one knows the way to California. There is no trail, but you can go part way with us. I am taking this wagon train to Oregon."

The scout led them across the plains. He took them over the Rocky Mountains at South Pass, which he had discovered many years before.

When they reached the west side, he said, "From here on, you're on your own, John. I hope you make it."

* * * * * *

F _____

1. This page is mostly about
   a. how "South Pass" was discovered
   b. how a man helped John and his friends
   c. the trail to Oregon

2. Tom Fitzpatrick was taking a wagon train to _____.

3. When the scout said "From here on you're on your own, John," he meant
   a. John would be riding on his own wagon
   b. the Land they crossed would belong to John
   c. John would have no one to guide him

4. Fitzpatrick had discovered
   a. a famous scout
   b. the Oregon trail
   c. a good place to cross the mountains

5. When he said "I hope you make it." he meant
   a. I hope you can put it together.
   b. I hope you get to do it.
   c. I hope you reach California.

FC _____

Six wagons started on toward California. Each night these pioneers tried to camp near water, but one day they didn't obtain any. They discovered no water the next day, or the next. The third night they were so thirsty they struggled on most of the night, hoping to find water. Deep sand tired the horses and the oxen became so worn out they could go no farther.

One of the men staggered and fell with his face in the sand. He called to the rest, "This isn't sand, it's salt."

"This is the Great Salt Desert," John decided. "We won't reach water for days."

"We'll have to go back," Jimmy Johns said.

"We have gone too far for that," John told him. "We'll have to continue on--and hope!"

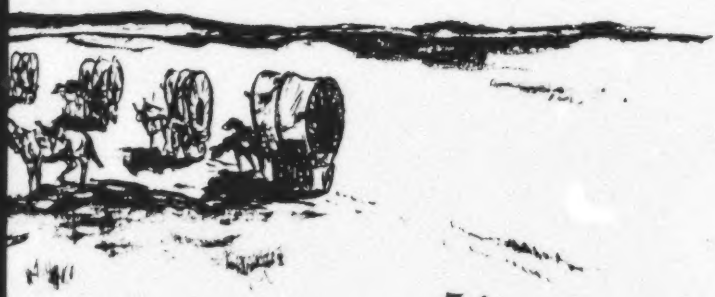
1. This whole page is about
   a. hunting for water
   b. getting stuck in the sand
   c. trying to cross the Great Salt Desert

2. They traveled at night because _____.

3. The word "desert" in this story means
   a. a sweet food eaten at the end of a meal
   b. to go off and leave someone
   c. a dry land where few plants can grow
   d. a place with lots of cactus

4. The horses got tired because
   a. the wagon wheels sank into the salt
   b. they had to keep up with the oxen
   c. they felt sorry for the oxen
   d. the salt made them thirsty

5. The pioneers learned that there was salt on the ground when
   a. they needed salt for their food
   b. the oxen began licking the salt
   c. a man got some salt in his mouth
   d. the salt got on their clothing



F²C_____

The wagon train struggled on through the salt desert for several days. Before they reached water on the far side, several of their horses and oxen had died. Even then, their route led them across barren lands, where there was seldom any food for the animals, which daily became weaker.

The men and women, too, were near starvation. They depended largely upon wild life for food, but in this desolate country there was none. They had to kill their oxen one at a time for food.

Eventually they had to abandon their wagons completely, along with the many things which they would need to establish homes and farms in California.

V_____

* * * * * *

1. This page is mostly about
   a. the difficulties the pioneers faced in crossing the desert
   b. how the horses and oxen died
   c. what happened to the wagons
2. The animals became weak because they were_____.
3. "They had to abandon their wagons along with their equipment" means they had to
   a. use their equipment to repair their wagons
   b. park their wagons beside their equipment
   c. leave their wagons and equipment in the desert
4. They had to leave their supplies because
   a. they had to hurry
   b. they were too heavy
   c. they did not have animals to pull the wagons
5. The men were hungry because
   a. there were not many wild animals in the desert
   b. they had to leave their food and guns
   c. the trip was longer than they thought it would be

VC_____

John Bidwell and his companions could not delay a moment unnecessarily, as they knew they must cross the Sierra Nevada Mountains before the snows in September would make progress impossible.

When they finally reached some high mountains, they located a spot where they could wend their way up the almost perpendicular range. After a difficult climb, they arrived at the summit and could view, far to the west, another snowy range.

"That must be the Sierras," John said.

"We'll never make it before the snow flies," his partner said hopelessly.

"We have to!" John replied.

It took almost two weeks to find a way down the west side of the range on which they stood. When they finally accomplished the feat, they discovered that they were already in the Central Valley of California, at their destination. They had crossed the Sierras. The distant mountains they had seen were a part of the coast range.

S_____

* * * * * *

1. This page is mostly about
   a. crossing the Sierra Nevada Mountains
   b. crossing the Coast Range
   c. seeing the Sierras in the distance
2. The Sierra Nevada Mountains were "almost perpendicular" meaning they were very _____.
3. The word progress, in the first sentence on the page, means most nearly
   a. promotion
   b. improvement
   c. forward movement
   d. a test
4. When John looked at the distant mountains, he was
   a. looking from one part of the Sierras to another
   b. standing on the Coast Range looking at the Sierras
   c. standing in the Central Valley looking at the Coast Range
   d. looking at the mountains west of the Central Valley
5. The pioneers discovered that they had crossed the Sierra Nevada Mountains when
   a. they saw the coast range
   b. they saw that there was gold in the streams
   c. they talked to people in the Central Valley
   d. they had a hard time climbing down them

SC_____

John worked at Sutter's fort as Captain Sutter's right hand man until the discovery of gold. He was one of the first to know of Jim Marshall's momentous discovery.

Soon afterward John, himself, found gold at what was to be known as Bidwell's bar. He was absorbed for a time in the feverish intensity of life in the gold fields. However, he never relinquished his lifetime desire for a farm of his own.

When he was financially able, John forsook the turbulence and strife of the gold fields and purchased a large ranch. There, in addition to a huge herd of cattle, he had many orchards, and a large experimental wheat farm.

He was elected to the senate and married a girl whom he met in Washington D. C. He personally carried the message to California, when it was admitted as a state.

John gave free land to men who wanted to settle in a village growing up on his ranch. This town developed into the present city of Chico.

* * * * * * *

7_____

1. The best title for this page would be
   a. "John Bidwell, Senator."
   b. "John Gets His Farm."
   c. "John's Life in California."
   d. "Prospecting for Gold."
2. John Bidwell worked at many occupations but the one he preferred was _____.
3. The word momentous indicates that Jim Marshall's discovery
   a. took only a very short time
   b. did not last
   c. was of little importance
   d. was of great importance
4. As a prospector, Bidwell
   a. found very little gold
   b. squandered his money
   c. gave money to charity
   d. invested his money in real estate
5. One of John's goals was to
   a. improve mining methods
   b. go East to find a wife
   c. grow better wheat
   d. sell land to settlers

7C_____

The forty-niners frequently proclaimed the theory that gold might be found almost anywhere. However, physicists, geologists, and statisticians have formulated relatively accurate hypotheses concerning physical phenomena normally accompanying deposits of gold. Placer gold, for example, is most often found in alluvial deposits, while veins of pure gold are ordinarily obtained from igneous formations.

Prospectors, however, in ignorance or opposition, continue to search in unlikely locations. Thus, they sometimes refute the predictions of the scientists, as did one who recently discovered gold in a sandstone cliff, proving the practicality of the forty-niners oft quoted proclamation that "Gold is where you find it."

X_____

* * * * * *

1. This page is mostly about
   a. the statistical analysis of gold ore
   b. Scientific prospecting
   c. the unpredictability of gold
   d. how to make a fortune prospecting
2. Gold ore is usually found in rocks which were formed by_____.
3. If gold dust is in alluvial deposits it is
   a. where it crystalized from molten rock
   b. where it was carried by running water
   c. at high elevations
   d. kept in a safe at the bank
4. Scientists ideas of where gold is apt to be are
   a. always right
   b. usually right
   c. right about half of the time
   d. seldom correct
5. It is implied that scientists have learned about the location of gold through the study of which three of the following?
   a. rocks
   b. chemicals
   c. mathematics
   d. plant life
   e. animal life
   f. the flow of rivers
   g. physical science
   h. anthropology

THE END

STOP READING HERE

58

XC_____

WORD ANALYSIS

1 "Did you put your horse in the barn, John?"

_____ Father.

"Yes, and I gave it some _____

to eat," _____ said.

Should I _____ the cows, too?

"Yes, _____" said Father.

"Give them some _____ and some _____.

John ran back to the _____ to _____ the _____.

3 ball b

4

fast	learn	rub	lip
maid	past	gone	flip
like	mate	fling	fade
drink	fill	fox	raked
fork	maze	fuss	mast
kill	slip	fed	cab
off	kit	fuzz	miss
hid	buck	bit	rag
war	jam	fill	back
man	from	win	rail

5 ship chip whip chin shin thin long
then when that

6 it grit flit split skit slit spit
him grim slim prim glim

7 b d q pal never on net peek saw tar

8 sat pent site buck peal vie Jo rude
gale claim

9 foil loud took quick blew wait moon
plow hawk clear

10 baim dult jeed mel vive zut
bue drib gits pote

11 redoor dejump conwar dislong uncrease
comtress exlike enpan probent prerade

12 bookal agreetion dangerful basher
helpness goodance stillant madous
walkable cashest

13 ingo blackhand snowpower
cowhopper picketman outtown
seenot firebud bluemaker
bighill

14 pillow fox connection mountain
horse unreasonable locomotive fixed
painless abundance

WORD ANALYSIS TEST

EXAMINER'S COPY--Record errors here.

1. Use of context clues: *"This story has some words missing. Try to put in the missing words as you read."* Record subject's answers on the blanks.

"Did you put your horse in the barn,

John?" _____ Father.

"Yes, and I gave it some _____

to eat," _____ said.

"Should I _____ the cows, too?"

"Yes, _____" said Father.

"Give them some _____ and some _____."

John ran back to the _____ to _____ the _____.

Any words that fit the context are counted as correct. Count number CORRECT and record here: _____ (1)

2. Words that begin alike: *"Can you think of a word that begins with the same sound as ball?"* Have him give answers orally. Continue with the following words. Write his answers below the words.

ball feather hat rabbit monkey will where thing share sing

Number correct: _____ (2)

3. Beginning consonant sounds: *"Here is the word ball. You know that we use the letter "b" for the beginning sound of ball. Write the letter that we use for the beginning sound of "Mother". Now, the beginning sound of "feather'."* Continue with the following words:

mother feather gallon halloween justice lonesome

nonsense porcupine reasonable superlative

Number correct: _____ (3)

4. Ending consonants: *"Look at the words in the first row. Point to the word that ends with the same sound as job and drab."* Repeat instructions for second row. (Correct words are underlined.)

job and drab	fast	learn	rub	lip
rat and nest	maid	past	gone	flip
mike and rake	like	mate	fling	fade
fixed and forced	drink	fill	fox	raked
coarse and mass	fork	maze	fuss	mast
cap and keep	kill	slip	fed	cab
laugh and sniff	off	kit	fuzz	miss
fig and bug	hid	buck	bit	rag
well and pal	war	jam	fill	back
rim and am	man	from	win	rail

Number correct: _____ (4)

BEST COPY AVAILABLE

5. Digraphs (speech consonants); *"Read these words."* Mark as wrong ONLY THOSE WORDS in which the SPEECH CONSONANT (underlined) was NOT pronounced correctly. When an error is noted, write the word pronounced under the word shown. Do this for all words on this page.

ship chip whip chin shin thin long then when that

Number of SPEECH CONSONANTS pronounced correctly: _____(5)

6. Consonant blends: Mark as wrong ONLY those words in which the CONSONANT BLEND (underlined) is mispronounced.

it grit flit split skit slit spit him grim slim prim glim

Number of CONSONANT BLENDS pronounced correctly: _____(6)

7. Reversals: *"Read these letters and words as fast as you can!"*

b d q pal never on net peek saw tar

A word is counted as a reversal only if the order of the sounds within the word is changed, as "no" for "on" or "even" for "never."

Number of words in which no reversals were observed: _____(7)

8. Long and short vowel sounds: *"Read these words. You do not need to hurry on these."*

săt pĕnt sīte bŭck pēal vīe Jō rūde gāle clāim

Count as correct all words in which the vowel is pronounced correctly: _____(8)

9. Vowel blends (diphthongs):

foil loud took quick blew wait moon plow hawk clear

Number correct: _____(9)

TURN TO PAGE 24

Instructional Needs Assessment

Word Analysis Skills

	Correct Word	Substitution	Omissions	Repetitions	Insertions	Reversal	Synonym	Impulsive guess	Consonants: Initial consonant	Medial consonant	Final consonant	Consonant blend	Digraph (Speech consonants)
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
12													
13													
14													
15													
16													
17													
18													
19													
20													
21													
22													
23													
24													
25													
26													
27													
28													

10. Blending letters to form words: *"These are not real words, but sound them out and read them as if they were words."*

baim dult jeed mel vive zut bue drib gits pote

Number correct: _____(10)

11. Prefixes: re/door de/jump con/war dis/long un/crease com/tress ex/like en/pan pro/bent pre/rade

Number of PREFIXES pronounced correctly: _____(11)

12. Suffixes: book/al agree/tion danger/ful bash/er help/ness good/ance still/ant mad/ous walk/able cash/est

Number of SUFFIXES pronounced correctly: _____(12)

13. Compound words: ingo blackhand snowpower cowhopper picketman outtown seenot firebud bluemaker bighill

Number correct: _____(13)

14. Recognizing syllables: *"Listen to these words and tell me how many sullables there are in each word."* Write above each word the number given.

pil/low[2] *fox*[1] *con/nec/tion*[3] *moun/tain*[2] *horse*[1] *un/rea/son/a/ble*[5] *lo/co/mo/tive*[4] *fixed*[1] *pain/less*[2] *a/bun/dance*[3]

Number correct: _____(14)

15. Syllabication: If there are less than 4 errors in Number 14, hand the student p. 19 of this copy with a pencil and have him divide the words into syllables. Count <u>one</u> for each word divided correctly.

_____(15)

INSTRUCTIONAL NEEDS from assessment chart

_____

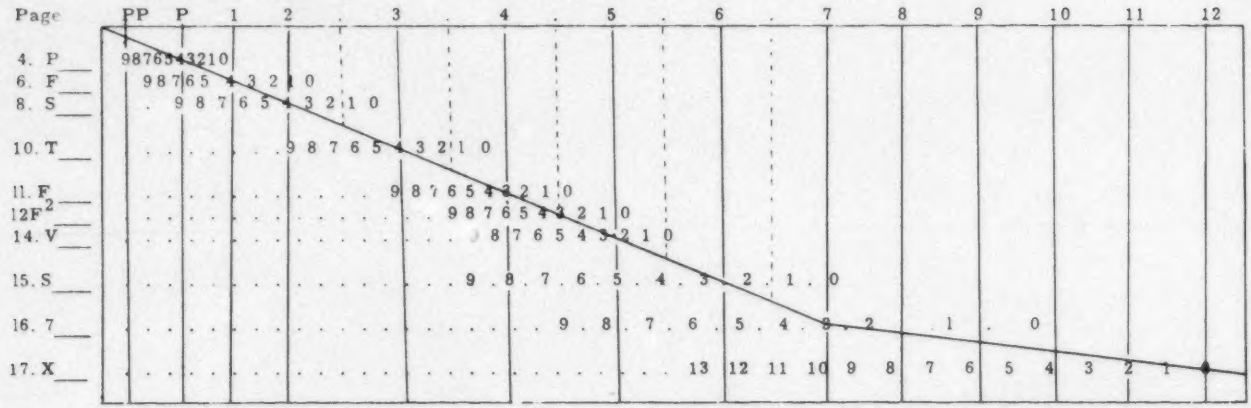
_____

_____

_____

ANALYSIS OF READING

A. ORAL READING (Circle number of words not known at each level--connect with line)



BASIC READING LEVEL _____ (Transfer to line A on other side.)

B. ORAL READING OBSERVATIONS: Word Recognition: _____

Fluency: _____

Speech: _____

Other: _____

(Summarize on line B on other side.)

C. COMPREHENSION SKILLS: (Circle each correct answer.)

Test No.	PC	FC	SC	TC	FC	F²C	VC	SC	7C	XC
Recognizing main idea	c	a	c	a	b	c	a	a	c	c
Verbal memory (completion)	x	x	x	x	x	x	x	x	x	x
Vocabulary	a	a	a	c	c	c	c	c	d	b
Details	a	a	a	a	c	a	c	d	d	b
Inference	b	a	b	b	c	c	a	c	c	a c g

Total Number of Correct Answers _____ (Transfer to line C on other side.)

TEST OF INDIVIDUAL NEEDS IN READING

By Dr. Hap Gilliland, Professor of Education and Director of the Reading Clinic, Eastern Montana College

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Name _____ Grade _____ Age _____ Boy-Girl

Date _____ School _____ Tested by _____

Basic Reading Level (From other side)	1	p	.	2	.		3	.		4	.	5	.	6	.	7		8	9	10	black				
Comprehension Number right	1	p	.	2	.		3	.		4	.	5	.	6	.	7		8	9	10	11	12	13		
	0	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	40	42	44	46	49	51	br
	1	3	5	7	9		11	13	15	17	19	21	23	25	27	29	31	33	35	37	39	41	43	45	47	50	52
Silent Reading Speed (WPM)	0		80				115				140				160		175			185			195	205	215	225	pur	280
Seconds per page			82				57				48				42		38			35			33	32	31	29		23
Word Analysis	1	p	.	2	.		3	.		4	.	5	.	6	.	7		8	9	no problems					
____ 1. Use of Context	2	5	67			8					9													10	orange
____ 2. Words Beginning Alike	4	5	6	7		8					9													10	red
____ 3. Beginning Consonants	0	5	67	8		9																		10	red
____ 4. Ending Consonants	0	2	45	67		8								9										10	red
____ 5. Digraphs	0	1	23	45		6		7			8		9											10	red
____ 6. Consonant Blends	0	1	23	45	6			7			8		9											10	red
____ 7. Reversals	0	1	23	45	67			8			9													10	orange
____ 8. Long and Short Vowels	0		12	34	56			7			8								9					10	yellow
____ 9. Vowel Blends	0		12	34	56			7			8			9										10	yellow
____ 10. Blending Letter Sounds	0				1	2	3	4			5		6	7	8					9				10	yellow
____ 11. Prefixes	0	1	2	3	4	5		6	7				8		9									10	green
____ 12. Suffixes	0			1	2	3	4	5	6		7		8				9							10	green
____ 13. Compound Words	0				2		4	6				8												10	green
____ 14. Recognizing Syllables	0			1	2		3	4		5	6				7		8	9						10	green
____ 15. Syllabication	0				1			2		3			4	5		6	7	8			9	10				green
_____ Total Word Analysis	6	32	60	72	81	90	100	106	113	119	125	128	132	135	140	143	147	black							

Instructional Starting Point: 67

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	
																												Short vowel
																												Long vowel
																												Vowel team
																												R controlled vowel
																												Final y
																												aw or al
																												Contractions and Possessives
																												Plural
																												Endings-ing,d,ed,s,es,est,er
																												Prefixes
																												Suffixes
																												Letter clusters
																												Compound words
																												Syllabication

Vowels

Word Structure